

# RENEW

An Introduction

## Rehabilitation for Empowerment, Natural Support, Education and Work



### RENEW Goals

- High School Completion
- Employment
- Post-secondary Education
- Community Inclusion
- Career Pathway Development

### RENEW Principals

- Self-Determination
- Unconditional Care
- Strengths-Based Supports
- Flexible Resources
- Natural Supports

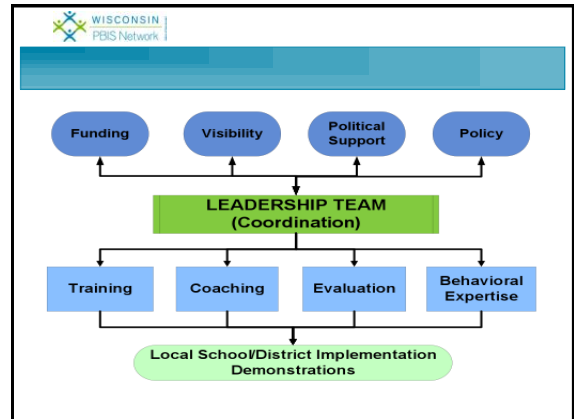


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### RENEW Strategies

- Personal Futures Planning
- Individualized Team Development and Wraparound
- Braided (individualized) Resource Development
- Flexible, or Alternative Education Programming
- Individualized School-to-Career Planning
- Naturally Supported Employment
- Mentoring
- Sustainable Community Connections

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### District Commitments for Initial Implementation and Sustainability

- 3-5 year action plan
- On-going district leadership meetings
- Facilitator/coaching allocation
- Commitment to data system – student outcome, integrity, network reporting
- Release time for training/T.A.
- Priority given to school based meetings
- Commitment to alternative credit options

### School Commitments for Initial Implementation and Sustainability

- Commitment to monthly systems team meetings and ongoing student team meetings – meetings take priority
- Minimum of 2 facilitators identified/ 2 students per facilitator
- 2 tier two interventions and brief FBA/BIP – systems, data and practice
  - HS = Two Tier 2 interventions+ Brief FBA/BIP
- Use of BAT/MATT for action planning
- 2 years of sustained fidelity on BoQ

Roll Out of RENEW  
as Part of a Multigenerational Plan  
For Implementation of PBIS in MPS

Jane Audette  
Social Worker  
Tier 3 Behavior Intervention Support  
Milwaukee Public Schools  
Rti/PBIS

October 14, 2014

PBIS implementation information courtesy of  
John Riley Hill, Ph.D.  
Director of College and Career Readiness  
MPS Rti/PBIS



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### Council of Great City Schools

- “The discipline process within the Milwaukee Public Schools is oriented toward setting forth punitive consequences, rather than toward reinforcing positive behavior. **No district-wide framework exists for a research-based program to encourage positive behavior; nor is there a consistent program of interventions designed to build positive behavior.**” (p. 5, 2008)

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### Council of Great City Schools

- “Student suspension-rate data and multiple interviews **indicate that implementation of the district’s suspension policies varies across schools.** This evidence suggests that the district operates as a *system of schools*, rather than as a *school system*.” (p. 3, 2008)
- “**The number of suspensions is higher in the MPS than it is in any other urban district the Council has visited.**” (p. 10, 2008)

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### Multi-Generational Plan

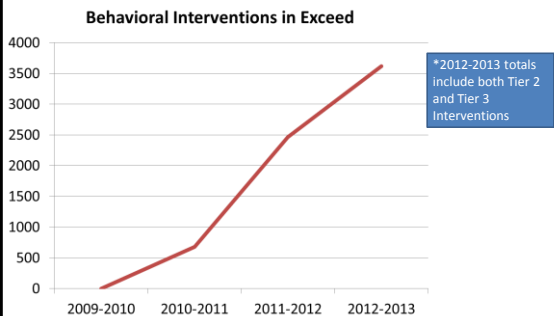
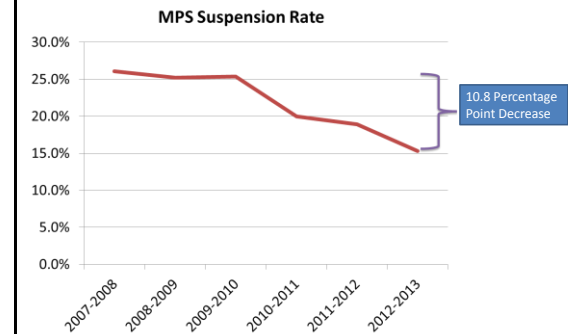
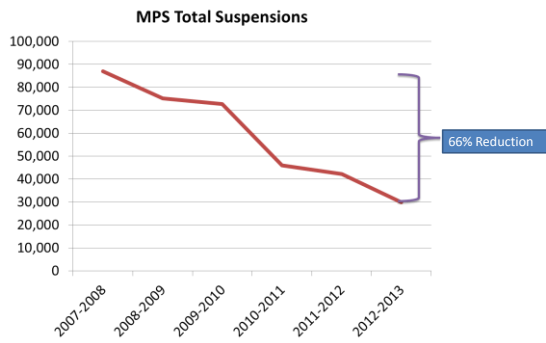
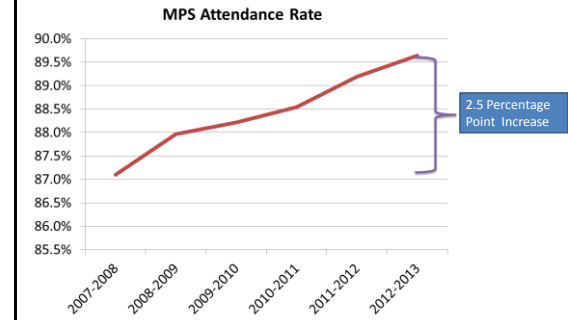
- Classic example of a multi-generational plan was the plan used by NASA to land on the moon.
  - Each program was designed to accomplish certain goals
    - Mercury – Man into space, Orbit the earth
    - Gemini – Two men into space, Spacewalk, Rendezvous
    - Apollo – Three men into space, Orbit moon, Land on moon
  - Programs built upon what the prior program(s) accomplished

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### Actual Plan

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Tier 1</b>	Planning and Preparation	Cohort 1	Cohort 1 Cohort 2	Cohort 1 Cohort 2 Cohort 3	Cohort 1 Cohort 2 Cohort 3	Cohort 1 Cohort 2 Cohort 3
<b>Tier 2</b>			Cohort 1	Cohort 1 Cohort 2	Cohort 1 Cohort 2 Cohort 3	Cohort 1 Cohort 2 Cohort 3
<b>Tier 3</b>					Cohort 1	Cohort 1 Cohort 2 Cohort 3

## MPS PBIS RESULTS



**RENEW**

Rehabilitation for Empowerment, Natural Supports, Education, and Work

**RENEW Roll-out  
Milwaukee Public Schools  
November 2012 to Present**

## 2012 -2013 School Year

November 2012 to January 2013

- Facilitators at seven MPS High Schools, as well as selected district staff were chosen to be trained in RENEW.
- This initial cohort included school psychologists, school social workers, and special education teachers.
- Training was conducted by RENEW trainer, Dr. JoAnne Malloy (University of New Hampshire - Office on Disability) and trainers from the WI PBIS Network.

January 2013

- Selected RENEW cohort completed RENEW training.

March- May 2013

- Remaining MPS High School RENEW facilitators were trained.

June 2013

- RENEW Overview was conducted for district administrators.

## 2013-2014 School Year

Fall of 2013

- PBIS district team added School Social Worker and School Psychologist to provide support for all Tier 3 behavior interventions. Both were trained in RENEW.
- Facilitators already trained continued or initiated RENEW interventions in their buildings.
- Online coaching conference calls were held monthly with trainers from University of New Hampshire – Office on Disability – RENEW. 5-10 facilitators participated in each meeting.

January of 2014

- All new School Social Workers and School Psychologists, as well as new high school staff that had not been trained received RENEW training, along with district staff, some special education teachers and some School Counselors.
- PBIS district team Tier 3 behavior intervention support staff began co-facilitating RENEW interventions with colleagues in the high schools.

## 2013-2014 School Year

Winter and Spring 2014

- Trained RENEW facilitators continued intervention or selected students for intervention.
- Monthly online coaching conference calls with New Hampshire trainers continued with planning done by PBIS district supervisor and Tier 3 behavior intervention support staff.
- District support provided to individual school teams.
- Groups of facilitators received support using a Peer Support Circle model. Support was provided by district Tier 3 behavior intervention support staff.
- April 2012 – District Tier 3 behavior intervention support staff were trained to use the RENEW Integrity Tool by WI PBIS Network trainer. This fidelity tool was completed by 21 RENEW facilitators and resulting data was pushed out to district administrators to assist with planning for the 2014-2015 school year.

### Building Capacity and Sustainability At Tier 3



School psychology and school social worker department administrators were at the table during the initial roll-out of PBIS in MPS. They recognized from the outset the leadership potential their staff would have in individual schools in obtaining buy-in from all staff. Some of the results of this:

- Many school social workers and school psychologists were involved in their school PBIS universal teams from the beginning, including Tier 1 training of teams. These staff members became pivotal members of building teams rolling out Tier 1.
- As cohorts were trained at the Tier 2 level, many school social workers and school psychologists moved to leadership of Tier 2 building teams and planning and implementing Tier 2 interventions.
- SSW and School Psychology departments participated in development of a SAIG curriculum for MPS.
- District administrators supported these leadership roles through training of staff and building administrators, making staffing decisions that allowed time for PBIS activities, and setting expectations that school psychologists and SSW would be supporting PBIS in their buildings.

## 2014-2015 School Year

Fall 2014

- Training of all new social workers and school psychologists, as well as those new to their high school placements. In addition, school counselors and other staff may be trained as well.
- District Tier 3 behavior support staff will co-train with the RENEW trainers from New Hampshire.

Ongoing

- Certifying coaches – District Tier 3 behavior support staff will work toward meeting the University of New Hampshire Office on Disability RENEW requirements to be certified as coaches.
- Continuing online conference coaching with New Hampshire trainers for MPS facilitators.
- Monthly in person coaching for facilitators led by MPS Tier 3 behavior support staff for each district region.
- Planning for continued use of the RENEW Integrity Tool with facilitators to build fidelity of the intervention implementation.



**RENEW**

Rehabilitation for Empowerment, Natural Supports, Education, and Work

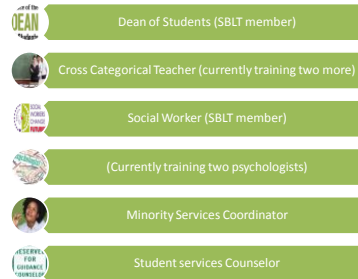
**School Systems**  
**Madison Metropolitan School**  
**District**  
**Enrollment (2013-2014): 1831**  
**Attendance Rate (2013-2014): 92.8%**

Zoe McGraw  
Cross Categorical Teacher  
Program Support Teacher

## School Systems Intervention Behavioral Education Plan (BEP)

- Each principal has a leadership team of staff called the School-Based Leadership Team (SBLT).
  - responsible for the development, implementation, and monitoring of school's School Improvement Plan (SIP).
- RENEW is used as part of this plan as a Tier 3 intervention.
- Systematic setting, monitoring and reinforcing student identified goals through RENEW.

## RENEW facilitators on staff in our building



## RENEW individualized planning fits into Tier 3 behavioral and academic framework



Students are identified by the Data Dashboard early warning system (EWS).

Criteria for selection:

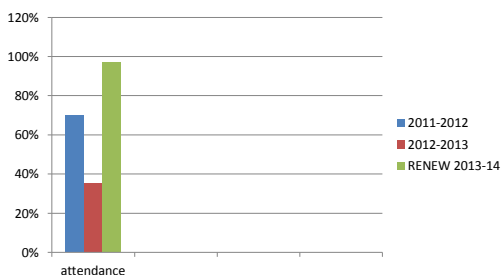
- Number of F's (GPA)
- Need for credit recovery
- Attendance
- Behavior referrals
- Teacher reports
- Facilitator has a relationship with student.

## Student case study

- Student came to high school with a team of community workers for disorderly conduct. Qualified for special education services under Other Health Impaired (OHI) since elementary school.
- Passive aggression and verbally abusive towards peers and staff.



## Data from Early Warning System on Data Dashboard



## Student meetings and goals

Student determined his own teams for two meetings.

- Team members:
  - Student
  - Former P.O.
  - Case manager
  - On-line teacher
  - Vocational teacher



Student goals

- Keep job for 9 months
- Delete Facebook
- Surround myself with positive people



## Data from Early Warning System on Data Dashboard

Year	GPA	credits	Behavioral referrals	attendance
2011-2012	0.09	0.25	6	70.44%
2012-2013	0.27	2.5	12	35.69%
RENEW 2013-2014	3.25	9	0	97.74 %



Currently holding a job for the last 12 months, using credit recovery and accessing web-based curriculum through Quest program. On track for graduation.



**MILWAUKEE  
PUBLIC SCHOOLS**

## James: Harnessing Strengths and Relationships to Reduce Risk Factors – RENEW in MPS

Jane Audette  
Milwaukee Public Schools  
Rtl/PBIS Team  
Tier 3 Behavior Intervention Support  
October 14, 2014

*Leading the Learning: Accelerating Student Achievement.*

### History prior to enrolling in high school in MPS:

- History of significant trauma involving death of parent and other family members in an accident. No follow-up mental health care.
- History of failed custodial relative relationships following this loss. Lived with two maternal aunts before he settled in living with a maternal uncle.
- Failed middle school placement in another school district, which he had to leave due to discipline concerns.

### MPS Discipline History:

2011 School Year: 9 ODRs (6 Classroom Disruption, 3 Leaving Classroom)

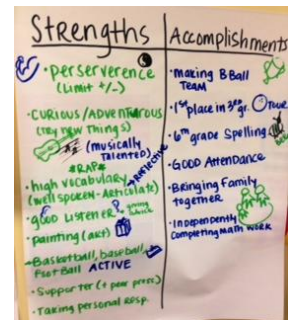
2012 School Year: 3 ODRs (All Disorderly Conduct)

2013 School Year: 3 ODRs (Fighting, Refusing to following instructions, Repeated classroom disruption – All ODRs occurred during the first semester.

### Identifying Student Strengths

#### Additional Strengths:

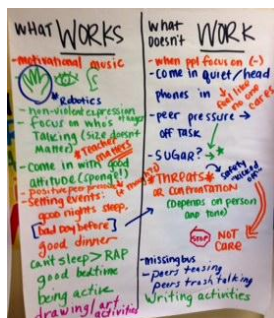
- Credits on target for graduation
  - History of high level involvement in extra-curricular activities
  - Capacity to engage with supportive adults
  - Insightful and open
- Additional Accomplishments:
- Robotics Team
  - Full time summer job
  - Link Crew and other leadership activities



### Identifying Triggers and Protective Factors

#### Assisting student to:

- Identify setting events which increase problem occurrence
- Identify problem triggers in the school environment
- Increase understanding of self-care strategies and protective factors that increase likelihood of success



### No Limits!

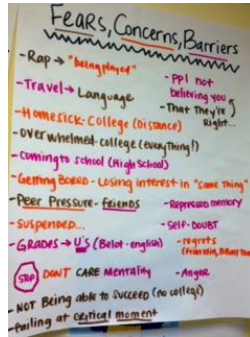
- ❖ Digging into the dreams that the student harbors within.
- ❖ Moving beyond messages about limitations to get to the core motivations which drive the student to set goals and work toward them.
- ❖ Can be scary for some; embarrassing for others.
- ❖ Students need permission to dream
- ❖ James was afraid we would think he was silly, unrealistic, or immature.



### "Why I Am Afraid to Dream?"

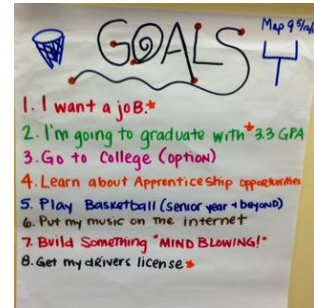
#### Fears, Concerns and Barriers

- ❖ Assists the student to name what they fear and what stops them from moving forward.
- ❖ What they can name, they can make a plan to address.
- ❖ Naming fears and barriers with others empowers the student to take steps to change.



### Setting Goals:

Goal setting is done based on a series of maps that informs the student and the facilitator of the history, strengths and accomplishments, triggers and protective factors, deeply held dreams and deeply held fears and resources available to student. The mapping lays a foundation for solid goal-setting based on a realistic picture.



## RENEW RESULTS

- ✓ No ODRs since January of 2014.
- ✓ 3.3 GPA for 2013 school year; 2.6 GPA for 2012 school year.
- ✓ Obtained full time summer employment.
- ✓ Recruited for Link Crew and helped lead freshman orientation.
- ✓ Will be mentoring several freshmen students.
- ✓ Will be playing varsity football.
- ✓ Coping successfully with another change of which guardian he is living with.
- ✓ Maintained relationship with RENEW facilitators over the summer by email and text messages.
- ✓ Was offered full time employment, but has chosen to return to finish high school

### Title of Presentation

#### MPS Board of School Directors

Michael Bonds, Ph.D., President, District 3  
 Maggan Holman, Vice President, District 8  
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 Jeff Spence, District 2  
 Annie Woodward, District 4  
 Larry Miller, District 5  
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#### Senior Team

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 Erbert Johnson, CPA, Chief of Staff  
 Tina Flood, Chief Academic Officer  
 Karen Jackson, Ph.D., Chief Human Capital Officer  
 Ruth Miegli, Acting Chief Innovation Officer  
 Michelle Nate, Chief Operations Officer  
 Gerald Pace, Esq., Chief Financial Officer  
 Keith Posley, Ed.D., Chief School Administration Officer  
 Sue Sailer, Executive Coordinator, Superintendent's Initiatives